

ASSESSMENT CRITERIA FOR SOCIAL SCIENCE WRITTEN COMPOSITIONS/THESIS

The written composition assessment is guided and directed by the level of educational attainment. At the undergraduate level, there is a bachelor's thesis and at the advanced level a master's dissertation (one-year and two-year) is required.

At undergraduate level (bachelor thesis) the student is expected to:

Knowledge and understanding

- apply and integrate acquired knowledge in previous courses in business economics / administration to investigate a selected issue within the field of business administration.
- Independently describe a problematic area.

Skills and ability

- show evidence of being able to independently carry out scientific work
- apply and position their own researched phenomenon in the subject area / problematic area

Judgement and approach

- investigate how the conclusions in their own written composition make a contribution to previously described theories or topic areas
- evaluate the relation of the chosen area to previous empirical research results
- investigate the relationship of the problematic area to relevant scientific theories
- communicate the written composition in speech and writing to students at the same educational level and be able to assess other independent work at the same level

Advanced level education (Master's one-year and two-year) implies a deepening of knowledge, skills and abilities obtained at basic level. In addition, the following objectives must be achieved:

- further develop the students' ability to independently integrate and use knowledge
- develop the students' ability to handle complex phenomena, issues and situations, as well as
- develop the students' prerequisites for research and development work that places great demands on independence

The evaluation criteria that are used to grade the work regarding the written composition (the thesis process) and the final product (the thesis) are specified below

1. PROBLEMATISATION/INTRODUCTION

- The relevance and timeliness of the question formulation
- The question's link to previous research.
- The authors' ability to show the theoretical and practical contribution of the thesis, i.e. the degree to which the thesis writers have described a knowledge gap that they fill through their writing composition.

2. THEORETICAL REFERENCE FRAMEWORK

- Reference framework's relation to problems and purpose.
- Scientific relevance of the reference framework.
- The authors' ability to show an independent approach to the theories they raise in the frame of reference, i.e. the extent to which the authors work on the theories that are stated and do not merely refer to books and articles

3. METHOD

- The relevance of the chosen methods to answer the question.
- The authors' description and argumentation of method choices made, i.e. the method chapter shall only deal with the methods used in the own thesis. This applies to both the selection method, data collection method and analysis method.
- The authors' awareness of the strengths and weaknesses of method choices made.

4. EMPIRICS/DATA COLLECTION

- The scope and quality of empirics in relation to the problem.
- The authors' ability to present the empirics in a structured and clear way.

5. ANALYSIS

- The analysis of the empirical data.
- The application of the theoretical frame of reference to the empirical data
- The authors' ability to present the analysis in a structured and clear way.

6. DISCUSSION AND CONCLUSIONS

- The authors' ability to draw relevant conclusions and to discuss generalisation possibilities, i.e. not too shallow, but not overly interpreted either.
- The authors' ability to summarise the most important theoretical and practical contributions.
- The authors' understanding of the consequences of the writing composition's conclusions.
- The authors' ability to discuss and present proposals for further research.

7. OVERALL IMPRESSIONS

- The degree of independence, ability to discuss and originality regarding the thesis process and the writing composition in general.
- Formalities, e.g. language, authorship, reference management, tables and figures.
- The authors' ability to structure and create "a common thread" in the composition, i.e. that chapters, sections and paragraphs are "linked" so that there are no unexplained areas in the argument put forward.

8. DEFENCE AND OPPOSITION DURING THE THESIS PROCESS

- The authors' ability to explain and argue for the choices made.
- The authors' ability to review other essays as opponents by giving constructive criticism.